

DEVELOPMENT OF TOOLS FOR SUPERVISION  
AND EVALUATION OF STUDENT TEACHING  
AND OTHER PRACTICAL WORK IN COLLEGES  
OF EDUCATION

(A Study)

Prof. C.S. Subba Rao  
And  
Dr. T.N.S. Bhatnagar

DEPARTMENT OF TEACHER EDUCATION, SPECIAL EDUCATION  
& EXTENSION SERVICES

National Council of Educational Research & Training,  
Sri Aurobindo Marg, New Delhi-110016

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## INTRODUCTION AND ACKNOWLEDGEMENT

Teaching is both Science and Art. The Artist in the teacher is seldom born but developed by constant and careful practice. Practice of teaching mechanically done is mere training but not education with the full import of the science of communication. Mere learning about learning is futile as it will not make a class room teacher a real teacher. A full understanding of the theory of education and a thorough practice and experimentation with every principle of teaching will make a full teacher, as he knows what to do and also knows why he does. Thus the importance of the practice of education need not be emphasised more.

Practice of Education does not merely mean the class room teaching alone. It embraces the all round development of the child-body, mind, intellect and spirit. Drawing out the best in the child requires the teacher to adopt suitable multifarious techniques and tools involving the organisation of a number of intra-curricular and co-curricular school-based and field laboratory activities to make learning learner-centred and to provide first hand life experiences to child. Many Colleges of Education make an effort to equip the teacher with the awareness and skills of organising such practical activities to make learning functional and useful. But this aspect is rarely given due weightage in the assessment on par with the theory courses. There is, therefore, a need for Teacher Education Comprehensive Assessment Record (TECAR) to show the all round development of the teacher himself. This requires the development of reliable and valid tools for the assessment of teacher ability in organising class room teaching, promoting work experience, dance, drama, music, field studies, community work, Art etc.

The Department of Teacher Education, NCERT launched the TECAR project a decade back first surveying the tools in use in various Colleges of Education and developing fresh ones on their basis which were refined in work-shops of teacher-educators held at Hyderabad and Bangalore. Since then we have been getting the feed back from a few Colleges which volunteered to use the same.



We have great pleasure in sharing with the world at large the proforma of the various tools for the assessment of lesson planning, observation and criticism of lessons, evaluation tools/tests, book reviews, term papers, case studies, school visits and other co-curricular activities involving Arts and Performing Arts. Usually these activities are internally evaluated in the Colleges and Institutes of Education. Internal assessment will naturally get the creditability, if it is based on objectively assessment of the tasks involved and we sincerely hope that the set of tools supplied in this publication fulfil this long awaited need of the world of teacher education.

We still sincerely wish that these tools may be taken as experimental in nature and request the teacher educators to try them out in their institutions with suitable modification necessary and keep the Department of Teacher Education, NCERT informed about their experience and findings, so that these tools may be further modified and made more effective.

Our sincere thanks go to the teacher educators in Hyderabad and Bangalore who tailed in three workshops to refine the drafts of the tools developed by the Department and also to those cooperating teacher educators who provided us with ~~feed-back~~ data after try out. Our best compliments are to Prof. R.C. Das, former Head, Department of Teacher Education (NCERT) for his valuable comments and encouragement. Our thanks are due to the secretarial workers, Shri M.N. Yadav and Shri A.N. Pujari for their timely help.

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Prof. C.S. Subba Rao

Dr T.N.S. Bhatnagar



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## CHAPTER - I

### FOR TOOL ON ASSESSMENT OF COCURRICULAR ACTIVITIES (Like Debate, Dance, Dramatics etc)

#### Need and Importance:

The aim of teacher Education is to equip the teacher trainee with all necessary skill <sup>and</sup> attitude which may help him to develop the alround <sup>development of the</sup> personality in child. To fulfill this aim, it is necessary for Teacher Education institutions to give varied and rich experiences in curricular and co-curricular fields. So co-curricular activities occupies a vital place in the Teacher Education Programme, and it must be given prime importance.

#### Theory:

The training given in various co-curricular Activities given in the Teacher's training institutions will be transferred to school situations. So far a Teacher it will be very useful.

#### Types:-

1. Debates
2. Dramatics
3. Dance
4. Music
5. Drawing and Painting
6. Symposia <sup>m</sup> and Seminar
7. Sports
8. Citizen <sup>ship</sup> Training Camps



In the present profile only first four types are dealt with.

Organisations:-

In Teacher Education Programmes, the activities should find a place in the Time Table. There should be one period in a week. This programme should be supervised, guided, directed and properly evaluated by the Teacher <sup>Educators</sup> ~~Educations~~.

Evaluation:-

Evaluation of the programme could be done in two ways:

1. By maintaining student
2. Teacher Educator Evaluation Tool.

Student teacher profile should contain the following items:

1. Name of the student
2. Roll No.
3. Dated Programme
4. Activity done
5. Participation
6. Self evaluation

Each Student Teacher should have one hand book and after every programme the student teacher should fill <sup>in</sup> ~~in~~ all the particulars and get the initial of the concerned method master.



**DANCE**

**OBJECTIVES**

**WEIGHTAGES**

1.	Develops knowledge of rhythm (thala) <del>le</del> $\frac{1}{4}$ $\frac{1}{2}$ $\frac{3}{4}$	20%
2.	Develops ability to express emotions (bhava) <del>le</del> $\frac{1}{4}$ $\frac{1}{2}$ $\frac{3}{4}$	20%
3.	Understands the knowledge of background music.	20%
4.	Develops skill in graceful movements (gestures)	15%
5.	Develops knowledge of relevant make-up	15%
6.	Develops personality traits (confidence, etc)	10%

---

100

---

**GRADE**

A -	Good	- 60% and above
B -	Average	- between 40% and 59%
C -	Poor	- below 40%





# DANCE

Sl.No.	Aspects & Criteria	Weightage	Score	Remarks
1	2	3	4	5
7-8-3-4-5-201				
1.	Steps in accordance with the particular thala	7	6	42
2.	Steps in accordance with proper speed, strength and accuracy.	8	5	40
3.	Steps appropriately related to other body gestures.	5	5	25
4.	Expresses appropriate emotions through facial and eye movements	7	6	42
5.	Expresses emotions through body movements	7	5	35
6.	Expresses emotions meaning fully according to the music	6	5	30
7.	Gives guidance to background music	7	5	35
8.	Changes dance styles according to raga.	6	6	36
9.	Expresses different ragas through appropriate gestures	7	4	28



1	2	3	4	5	6
10. <sup>3</sup> Movements are natural		5	6	30	
11. <sup>3</sup> Body movements are free		3	5	15	
12. <sup>3</sup> Uses timely body movements		3	4	12	
13. <sup>3</sup> Body movements are adequate		2	3	6	
14. <sup>3</sup> Body movements are meaningful		2	5	10	
15. <sup>3</sup> Uses appropriate make-up		3	6	18	
16. <sup>3</sup> Uses pleasant make-up		3	5	15	
17. <sup>3</sup> Make-up - adequate		3	5	15	
18. <sup>3</sup> Make - up - natural		3	4	12	
19. <sup>3</sup> Make - up applied with discretion		3	5	15	
20. <sup>3</sup> Shows self confidence		5	6	30	
21. <sup>3</sup> Shows adjustment with co-workers		5	5	25	



# EVALUATION OF CO-CURRICULAR ACTIVITIES

## DEBATES

<u>OBJECTIVES</u>		<u>WEIGHTAGE</u>
1.	Develops knowledge in the particular subject matter	20%
2.	Develops ability to put forth arguments.	20%
3.	Develops power of expression	25%
4.	Develops ability to meet opponents arguments	15%
5.	Develops personality traits (courage, stage fearlessness)	10%
6.	Develops skill in gestures	10%

100

## GRADES

A	-	Good	-	60% and above
BC	-	Average	-	between 40% to 59%
E	-	Poor	-	below 40%



Sl.No.	ASPECTS & CRITERIA	WEIGHTAGE	SCALE	SCORE	PERCENTAGE
1	2	3	4	5	6
<u>DEBATES</u>					
7-6-5-4-3-2-1					
1.	Presents all the relevant subject matter	10	6	60	
2.	Gives original ideas	5	4	20	
3.	Presents meaningful ideas	5	5	25	
4.	Presents ideas logically	7	4	28	
5.	Argues meaningfully	7	5	35	
6.	Uses proper connecting links between ideas	6	3	18	
7.	Expresses clearly	5	5	25	
8.	Expresses with modulated voice	5	4	20	
9.	Meaningful expressions	5	6	35	
10.	Expresses showing mastery	5	5	25	
11.	Expresses interestingly	5	4	20	
12.	Proves opponents arguments are baseless	5	5	25	





1	2	3	4	5	6
13. Testifies his own arguments on the basis of opponents arguments		5	6	30	
14. Shows clarity of thought in opposing opponents		5	4	20	
15. Shows courage		5	6	30	
16. Overcomes stage fear		5	5	25	
17. Uses proper hand gestures		3	4	12	
18. Uses appropriate facial gestures		4	5	20	
19. Expressions and emotions appropriately through body gestures		3	4	12	



DRAMATICS

OBJECTIVES

PERCENTAGE

- |    |  |     |
|----|--|-----|
| 1. | Develops skill in acting   | 30% |
| 2. | Develops ability to express  | 15% |
| 3. | Develops skill in conversation                                       | 15% |
| 4. | Develops knowledge of stage arrangements                             | 10% |
| 5. | Develops personality traits (boldness, confidence) <sup>traits</sup> | 10% |
| 6. | Develops social qualities (adjustment, co-operation)                 | 10% |
| 7. | Develops skill in make-up  | 10% |

1  
6

Grade

- |    |           |   |                     |
|----|-----------|---|---------------------|
| A. | Good      | - | 60% and above       |
| B  | - Average | - | between 40% and 59% |
| C  | - Poor    | - | below 40%           |

100  
100



3

3

4

5

13. Expresses emotions clearly

4

5

20

14. Uses modulated voice

5

6

30

15. Expresses relevant emotions

2

4

8

16. Expresses interestingly

2

4

8

17. Expresses meaningfully

2

5

10

18. Converses naturally

5

6

30

19. Converses logically

3

4

12

20. Converses clearly

3

5

15

21. Converses freely

4

4

16

22. Selects relevant costumes

5

6

30

23. Uses appropriate costumes and make-up

5

6

30

24. Shows stage fearlessness

4

4

16

25. Shows leadership qualities

3

5

15

26. Shows sense of confidence

1

4

4



1	2	3	4	5
27. Shows adjustment with co-workers		3	5	15
28. Co-operates with co-workers		3	6	18
29. Shows sympathetic attitude towards co-workers		2	4	8
30. Shows time consciousness		2	5	10

12





MUSIC - VOCAL

OBJECTIVES

1. Develops skill in singing
2. Develops knowledge of thala, laya & raga
3. Develops proper hand gestures in singing
4. Develops proper expressions of emotions through singing

MARKING SCHEME

30
30
20
20
<hr/>
100

GRADE

A	-	Good	-	60% and above
C	-	Average	-	between 40% and 59%
E	-	Poor	-	below 40%



# MUSIC - VOCAL

SL. NO.	ASPECTS & CRITERIA	WEIGHTAGE	SCALE	SCORE	REMARKS
1	2	3	4	5	6
					7654321
1.	Uses appropriate thala	10	6	60	
2.	Uses appropriate laya	10	5	50	
3.	Uses appropriate raga	10	4	40	
4.	Uses pleasant voice	10	5	50	
5.	Uses modulated voice	5	6	30	
6.	Changes voice according to raga, thala and laya	5	4	20	
7.	Uses clear and audible	5	5	25	
8.	Sings meaningfully	5	5	25	
9.	Uses appropriate gestures	6	5	40	
10.	Uses relevant gestures	6	6	36	
11.	Uses meaningful gestures	6	5	30	



SL. NO.	ASPECTS & CRITERIA	WEIGHTAGE	SCALES	SCORE	REMARKS
13.	Expresses emotions meaningfully	7	4	28	
14.	Expresses relevant emotions	6	5	30	



## TOOL FOR ASSESSMENT OF ACTIVITIES UNDER HEALTH AND PHYSICAL EDUCATION

Need & Importance: The new stress on education is the all-round development of the child. According to 'Swami Vivekananda' "What India needs today is not Bhagavadgita but a football ground". Ross clearly states that "A <sup>loss</sup> of knowledge can be <sup>bridged</sup> brought by an <sup>absence</sup> of healthful <sup>person</sup>."

So in the new educational pattern of 10+2+3, physical education is given a due importance. The prospective teachers are to be well acquainted with the organisation of physical education activities, and rules and regulations of different games and sports so that they can actively organise the same when they enter the school as teachers.

Hence physical education is to be given an important place in collage of education <sup>as</sup> ~~ITI's~~. The student-teachers must not only know to participate in different activities, but also know to organise various activities independently or helping the others in organising them in an effective manner.

Theoretical basis: "Children will become the greatest asset of nation, if they are educated properly" - says 'Rousseau'. So the aim of education ~~humanism~~ is clearly stressed on all round harmonious development of the child physical, mental, social, moral, cultural and spiritual aspects of the personality of a child. Of all these, physical education is to be given prime





prime importance. According to Aristotle, "sound mind in a sound body". So all the student-teachers should know the importance of physical development and should take care of the physical development of the children who are kept under him.

Hence the physical education is included in the curriculum of the college of education <sup>and</sup> in TTIs and assessment of the same has been envisaged to know to what extent the student teachers have developed the ability to participate and organize the same.

Organisation of Activities: In the college of education and TTIs various activities of physical education are organised to develop the professional competency of the student teachers in this field such as indoor games, outdoor games, sports, Inter-collegiate tournament, inter university tournaments and interstate competitions, mass drill<sup>LL</sup> etc.

Objective I

50%  
Knowledge as a weightage (50%)

Specifications:

- (a) knowledge of rules & games
- (5) (b) knowledge of men (attitude & Interest)
- (5) (c) knowledge of social & climatic conditions

Objective II

Execution 50%  
Planning & Execution as a weightage (40%)

Specifications

- (10) (a) Resourcefulness
- (10) (b) Interest
- (10) (c) Initiation
- (10) (d) Leadership



**Objective III Sportsmanship, 20% as a <sup>w</sup>eightage**

- Specifications**
- (a) Accepting the decisions
  - (5) of the umpire
  - (5) (b) Impartial
  - (5) (c) Selflessness
  - (5) (d) Team Spirit

**Objective IV Personal Development, 20% as a weightage**

**Specifications**

- (5) (a) Responsibility
- (5) (b) Discipline
- (5) (c) Originality
- (5) (d) Belongingness
- (5) (e) Cohesiveness



Format

Activities	Specifications	Weightage	Scale/Score	Weightage Score	Explanation of the grades	Remarks
<hr/>						
1. Knowledge	(a) Rules of games & sports	(5)	7,6,5,4,3,2,1		A	
	(b) Knowledge of men (Interest and attitude)	(5)	15% 7,6,5,4,3,2,1		B	
	(c) Knowledge of social and climatic conditions	(5)	7,6,5,4,3,2,1		C	
<hr/>						
II. Planning and Execution	(a) Resourcefulness	(10)	7,6,5,4,3,2,1		D	
	(b) Interest	(10)	40% 7,6,5,4,3,2,1		E	
<hr/>						
					F	



19

jective/Aspect	Specifications	Weightage	Scale/Score	Weight- Score	Explanation
----------------	----------------	-----------	-------------	------------------	-------------

4mk

(c) Initiative (10) 7,6,5,4,3,2,1

Always initiates the events with great interest	Initiates the games & sports	Sometimes
---	------------------------------	-----------

(d) Leadership (10) 7,6,5,4,3,2,1

Always leads the games & sports with interest	Leads the events mostly	Leads on a few occasions
---	-------------------------	--------------------------

III Sportsmanship (a) Accepting the decisions of the Umpire (5) 7,6,5,4,3,2,1

Always accepts the decisions of the Umpire	Accepts the umpire's decision mostly	Only few times
--	--------------------------------------	----------------

(b) Impartiality (5) 7,6,5,4,3,2,1

Always impartial	Impartial	Sometimes
------------------	-----------	-----------

(c) Selflessness (5) 7,6,5,4,3,2,1 20%

Always exhibits selflessness	Selfless	Sometimes
------------------------------	----------	-----------

(d) Team Spirit (5) 7,6,5,4,3,2,1

Always shows the team spirit in all the occasions	Mostly	Sometimes
---	--------	-----------





Objective/Aspect	Specifications	Weightage	Scale Score	Weight Score	Explanation of the grade	
					A	C
IV Personal Development	(a) Responsibility	(5) 7,6,5,4,3,2,1			Takes greater responsibility all the times	Mostly sometimes
	(b) Discipline	(5) 7,6,5,4,3,2,1			Highly disciplined at all the times	Disciplined sometimes
	(c) Originality in organizing & organizing activities	(5) 7,6,5,4,3,2,1			Always creative & original	Mostly sometimes
	(d) Neatness	(5) 7,6,5,4,3,2,1			Always	Mostly sometimes
(01) G. Kesava Murthy (07) 7,6,5,4,3,2,1 Delivery Neatly Some line						

Format for assessing the Student-Teacher

I.No. or Student Teacher	Name of the Events in which participated	Nature of the participation	Learning out come or objective achieved or what benefits he got	Remarks
	<u>Sports</u>	<u>In any of the following manner</u>		
	Football	(1) Participates when the circumstances forces	Learns to participate	
	Cricket			
	Volleyball			
	Shuttle cock	(2) Actively participates with his interest	Improvement in the knowledge & experience	
	Tennis			
	Badminton			
	etc.	(2) Involves only in		

11

12

21

No. S.No.	Name of the student teacher	Events in which participated	Nature of the participation	Learning outcome or objective achieved or what benefits he got	Remarks
(4)			Involves only in planning the activities	Improves the Planning ability	
(5)			Participates only as a spectator to encourage	-	
(6)			Co-operates when the situation demands	Learns to cooperate	
(7)			Does the Social Work and assists the participants	Improvement in the knowledge of Social Work and ability to assist.	



## CHAPTER - III

### TOOL FOR SOCIALLY USEFUL PRODUCTIVE WORK (WORK EXPERIENCE)

#### Introduction

Ishwarbhai Patel Committee described SUPW as purposive <sup>and</sup> meaningful manual work resulting in either goods or services which are useful to the community. Manual work becomes purposive when it meets the educational requirements. For this purpose, it is necessary to go into the why and wherefor of every process of the work so that it is performed intelligently and not mechanically. It is the problem solving approach which enriches the educational component of the Programme.

A. Curricular activity proves meaningful when it is related to the needs of the learner and the community to which he belongs. It becomes more meaningful when it is related to the basic needs, viz. food, shelter, clothing, health and recreation, community work and social service. It is essential that socially useful productive work should either result in some material product or involve the children in some form of service. The latter may be remunerative or performed as social service.

Ishwarbhai Committee has strongly recommended the Socially Useful Productive Work must find central place in the School Curriculum. They have set an objective for providing SUPW experience.



## Instructional Objectives

- I        I    To help the student teacher understand and appreciate the educational, cultural and Socio-economic values of the SUPW.
- II.    To enable the student teacher to achieve such a level of competency in SUPW as that,
- (a) he can bring out educational values of SUPW while teaching
  - (b) he can develop instructional materials around this activity with the help of children
  - (c) he can bring about necessary skills *a favorable towards* and attitudes about the SUPW among children.
- III.   To enable the student teacher to assemble, adjust and carry out simple repairs to the implements.
- IV     To help him evaluate the outcomes of SUPW in terms of skills, productive work and Educational Values.

Having set the instructional objectives to <sup>be</sup> attained by student teacher, it now requires of us to know the level of their attainment. In other words we require a measure to assess the achievement of the student teacher with regard to his attitude towards and ability to execute the SUPW programme through his instructional schedules. For this purpose





the following evaluational tools are thought of:

I. To Assess the student teachers' values and attitudes towards the SUPW.

<u>Specifications</u>	<u>Evaluation Criteria</u>
1. Dignity of labour	Readiness to under take Manual labour
2. Socially Useful Productive Work	a) Success in producing socially and educationally useful article.  (b) Success in training children to produce socially and educationally useful <sup>article</sup> artical
3. Profitable use of Leisure	a) Utilization of leisure for craft work  b) Utilization of leisure for providing guidance in craft.

II. To assess the students' teacher's ability to design SUPW Programme Keeping in mind the local resources.

<u>Specifications</u>	<u>Evaluation Criteria</u>
1. Knowledge of resources in the community	1. aware of the  a) Material resources b) human resources 3) requirements of community



**III. To Assess the student teacher's ability to carry out programmes and effectiveness**

<u>Specification</u>	<u>Evaluation Criteria</u>
1. Technical proficiency	1. Familiarity with the Properties of material they work with 2. Skill in the activity selected
2. Evaluation of the SUPW programme	1. ability to assess the work of children based on a) quality b) <del>S</del> ocial <del>U</del> sability c) economy of the product

**IV. Technical features of the Evaluation Tools.** ~~Based on~~  
*Based on*  
 the above objectives of an observation Schedules/Rating scale consisting of 18 items has been prepared. The following Table Provides the objective wise representation of item with due weightage given.



Objective	Specification	Item	Weightage
I	i	1	6
	ii	2	4
	iii	3	4
		4	3
		5	3
			Total wei- ghtage for Obj. I, 20
II	i	6	10
		7	10
III	i	8	10
			Total wei- ghtage for Obj. II 30
		9	5
		10	5
		11	5
		12	5
		13	5
		14	5
		15	5
		16	5
			Total wei- ghtage for obj. III 50
		17	5
	18	5	
Grand total of Weightages...			= 100

Basis for allotment of Weightages

More weightage is given to objective III because the success in a job is based on the skill. (irrespective of his negative or positive attitude).

Next importance in weightage is to the knowledge of surrounding, which is essential for the effective functioning and objective full fulfillment of SVPW programme.



Value of SUPW is at the end because other objectives contribute to this objectives.

#### Administration and Scoring

As mentioned earlier this tool is an observation Schedule and hence <sup>it</sup> requires the presence of Teacher Educator.

Items 1,4,5,6,7,8 and 9 requires direct questioning by Teacher <sup>E</sup>-Educator/Evaluator, of student-teachers to elicit the information requires under the questions.

Items 2 and 3 require examination of work done by student teachers.

Items 9,10,11,12,13,14,15 and 17 require Teacher/evaluator to directly observe the on going programme of SUPW instructional programme ~~analysing~~ involving SUPW. For items 16 and 18 teacher educator is required to see the records maintained by the student teacher and crafts notes of children.

#### Scoring

Each item is scored on a seven (7) point scale.

M-A-B-C-D-E-F

Where M stands for Merit/exceptionally good/ etc, and F stands for relatively complete failure.





Tool For Evaluation of SUPN

Weightage	Sl. No.	Item	Score	Definition
1	1	Ready to undertake assignments regarding <sup>manual</sup> annual labour	A B E	Always Sometimes Rarely
4	2	Productivity and Utility of the article	A C E	High productivity To some extent Productive and Useful Low in productivity and usefulness
4	3	Trains children to produce useful articles	A C E	pertinent training Somewhat Pertinent Impertinent training
3	4	Utilizes leisure for craft work	A C E	Maximum Utilization To some extent No proper utilization
3	5	Utilizes leisure in training children in crafts work	A C E	Maximum Utilization To some extent No proper utilization



Weightage	Sl. No.	Item	Score	Definition
10	6	Aware of the material resources in the area	A C E	High Awareness Moderately aware Not aware
10	6	Aware of the aptitudes of pupils in the class	A C E	High awareness Moderately aware Not aware
10	8	Aware of the material requirements of the community	A C E	High awareness Moderately aware Not aware
5	9	Familiar with the properties of material connected to the craft	A C E	Highly familiar To some extent familiar Not familiar
5.	10	Proficient with different operations connected to the craft	A C E	Very proficient To some extent Not proficient
5	11	Has initiative for working with others	A C E	Good rapport Can make students eager Peer rapport
5	12	Has leadership for making others work	A C E	Very good in developing congenial climate Make efforts to establish rapport Peer rapport and initiative
5	13	Has the habit of neat systematic work	A C E	High orderliness Moderate orderliness Disordered throughout



Page	Sl. No	Item	Score	Definition
	14	Has diligence for continuous work	A	Cheerful almost always
			C	Feels bored some times
			E	Projects dullness
5	15	Is alert during the programme	A	Alert althroughout <sup>E</sup>
			C	Usually alert
			E	<del>Un</del> Insensitive to class behaviour
5	16	Maintains records of tasks completed	A	Most tasks recorded
			C	Some tasks recorded
			E	No records
12 5	17	Motivates Students appropriately	A	Total pupil involvement
			C	Moderate involvement
			E	No involvement
5	18	Assigns grades to children's work accurately	A	Most suitable
			C	To some extent suitable
			E	Not at all suitable



CHAPTER - IV

TOOL FOR EVALUATION OF  
PRACTICE TEACHING LESSON

Identifying data

Aspects	Criteria	Rating Scale	Comments
<b>I <u>Lesson plan</u></b>			
	(Knowledge of preparation)	7,6,5,4,3,2,1	
1.	Objectives (Appropriate, Adequate, Clarity)		
2.	Planning the Teaching aids (Logical, Relevant, Accurate)	7,6,5,4,3,2,1	
3.	Learning Activities (Appropriateness, Adequacy, effectiveness, originality)	7,6,5,4,3,2,1	
4.	Motivation (Relevant, sufficient, Interest arousing)	7,6,5,4,3,2,1	
5.	Materials (Appropriate, original, locally available)	7,6,5,4,3,2,1	

**II Execution**

1.	Organisation of the activities (Logical, systematic, sequential)	7,6,5,4,3,2,1	
2.	Handling of Tools (Effectiveness, Systematic, student participation)	7,6,5,4,3,2,1	
3.	Questioning (Fluency, Probing, Convergent, divergent)	7,6,5,4,3,2,1	





Execution (continued)

- |    |   |               |
|----|---|---------------|
| 4. | Supervision   | 7,6,5,4,3,2,1 |
|    | <del>xxxxxx</del><br>(Effective, Democratic, Sympathetic) |               |
| 5. | Pupils Participation                                      | 7,6,5,4,3,2,1 |
|    | (active, co-operative, passive)                           |               |
| 6. | Use of Teaching aids                                      |               |
|    | (effectiveness, Handling, systematic M.B. Work)           |               |

III Teacher

- |    |                                      |               |
|----|--------------------------------------|---------------|
| a) | Class Management                     | 7,6,5,4,3,2,1 |
|    | (Effective, dealing of situations)   |               |
| b) | Communication                        | 7,6,5,4,3,2,1 |
|    | (Expression, Language, Speech voice) |               |
| c) | Appearance/Manners                   | 7,6,5,4,3,2,1 |
|    | (Neat, pleasant, controlled)         |               |

IV Evaluation

- |    |   |               |
|----|---|---------------|
| a) | Records of tasks completed (Structuring, Meeting individual differences, effectiveness) | 7,6,5,4,3,2,1 |
| b) | Techniques (Effectiveness, Relevance, originality)                                      | 7,6,5,4,3,2,1 |
| c) | Examining the Products (Relevance, creative, original)                                  | 7,6,5,4,3,2,1 |

Score obtained = EWS  
 Out of 100 70

Out of 10 X EWS  
70



### Conclusion

An attempt has been made in this paper to highlight the essentials of the record. A systematic scoring procedure in terms of the weightage given to the areas with the respective scale value has been developed to make the scoring more objective, facilitating interpretation on scientific views. Further, additional items like the improvement of the tool prepared by the individual and evaluation of the teaching competency of the student teacher also find a place in this paper.

Our attempt is subject to modification and improvements.



## CHAPTER - V

### TOOL FOR ASSESSMENT OF ACTIVITIES OF SCHOOL VISIT AND SCHOOL VISIT AND SCHOOL STUDY

Need and Importance: It is absolutely essential for every student teacher to have a practical as well as First hand knowledge of the functioning of the schools and different aspect of school life. Thus in order to acquaint the student teacher with the school the above activity is arranged.

This activity supplement his theoretical ~~in~~ knowledge he learnt under school administration - Organization, and current problems.

Organisation of the activity: The student teacher either individually or in a small group of 3 or 5 are sent to visit different types of schools preferably <sup>one</sup> higher primary school, and <sup>one</sup> secondary school. In order to study the different aspects of the school, a separate perform is given to him, through which he collects the necessary data.

Observation technique, and the discussion methods <sup>are</sup> employed.

#### AIMS AND OBJECTIVES

The sole purpose of this activity is to get the student teacher well acquainted with the different aspects and functions of the scheme.



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The following are the ob.  
and the school study:

1. To enable the student teacher to know a.  
the physical aspect of the school such as location,  
building, equipment, furniture, <sup>etc</sup> of the school.
2. To enable him to understand the academic aspect,  
curriculum, teaching methods, Evaluation procedures,  
etc.
3. To get him a knowledge of administration<sup>ve</sup>  
aspect of the school such as maintenance of  
records. Teacher-pupil ratio, \* staff pattern <sup>etc</sup>
4. To make him aware of the co-curricular activi-  
ties aspect ~~as~~ such as cultural activities <sup>etc</sup>  
Literary activities of the school.
5. To enable him to look into innovations and  
improvisations, if any.

Profile for Evaluating the School Visits and  
School Study

The profile will be made use of by the Teacher Educator on the basis of the Evaluation of the Student teachers proforma in which he has recorded the various aspects of the school, he has visited.

A seven point rating scale is used here also. These ratings are converted into weighted scores which are further expressed in percentages. These percentages enable the Teacher Educator to grade the student-teacher appropriately.





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STUDENT TEACHERS PROFORMA AND TEACHER EDUCATORS  
PROFILE FOR EVALUATING SCHOOL VISITS AND STUDY

For the use of Student Teacher				For the Use of Teacher Educator			
Sl. No.	Aspects	Specification (Criteria)	Rating	Weightage	Score/Scale	Weighted Score	Remarks
I	Physical	1. Location & building	Good/Average/ poor/Inadequate	8%	7 6 5 4 3 2 1		
		2. Facilities Sanitary - Lab Library - etc.	Adequate/Partly adequate	6%	7 6 5 4 3 2 1		
		3. Equipment Furniture	Well equipped/ fairly equipped/ unequipped	6%	7 6 5 4 3 2 1		
		4. Playground	Spacious/No spaces	2%	7 6 5 4 3 2 1		
II	Academic	1. Type of Curriculum	State/Central/ Special	4%	7 6 5 4 3 2 1		
		2. Teaching Methods	General/Specific/ both	15%	7 6 5 4 3 2 1		
		3. Evaluation	Internal/External/ both	15%	7 6 5 4 3 2 1		
		4. Academic Standard	High/Average/Low	4%	7 6 5 4 3 2 1		



III. Administrative

1. Type of management	State/Central/ Private	3%	7	6	5	4	3	2	1
2. Teacher pupil ratio	1:25/1:35/1:45	3%	7	6	5	4	3	2	1
3. Maintenance of records	Satisfactory/ fairly satls/ factory/unsatis- factory	3%	8	6	5	4	3	2	1
4. School discipline	Good/Average/Poor	3%	7	6	5	4	3	2	1
5. School <sup>Term</sup> <del>room</del>	Above 200/150-200/ below 150	3%	7	6	5	4	3	2	1
6. Non-Teaching staff	Adequate/fairly adequate/poor	3%	7	6	5	4	3	2	1

IV Co-curricular activities

1. <del>Literary</del>	Conducted/Not-con- ducted	2%	7	6	5	4	3	2	1
2. Cultural	Conducted/Not conducted	2%	7	6	5	4	3	2	1
3. Sports & games	Provided/Not provided	2%	7	6	5	4	3	2	1
4. Magazine	Published/ conducted/Not- conducted	2%	7	6	5	4	3	2	1



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6. Students Union	Functioning/Not functioning									
	26	7	6	5	4	3	2	1		
7. Scout, NCC etc.	Organised/Not organised									
	26	7	6	5	4	3	2	1		
8. Innovations & Improvements	Encouraged/Not encouraged									
	26	7	6	5	4	3	2	1		

Note: The student teacher is instructed to rate appropriately in the above aspect.



## CHAPTER - VI

### A TOOL TO EVALUATE STUDENT TEACHER'S PARTICIPATION IN EDUCATIONAL EXCURSION

#### ~~NEED~~ *Need and Importance* NEED AND IMPORTANCE:

As an outside classroom activity, Educational Excursion plays an important role in Teacher Training Programme. Its need is more emphasised, as it provides direct experiences to the learner.

Educational Excursion has been part and parcel of curriculum both at the B.Ed. level and <sup>Diploma Course in Education</sup> T.C.E level. It is organised during a suitable period of the course. The project is taken up by the teacher trainees under the guidance of the Teacher-Educator.

#### *General aims* GENERAL AIMS:

Educational Excursion is organised in order to:-

- Provide direct Learning Experiences
- Widen the horizons of his knowledge
- Develop right <sup>attitude</sup> attitudes and outlook
- Develop desired human qualities
- Develop various <sup>abilities</sup> abilities.

The above aims are further reduced in <sup>terms</sup> of behavioural outcomes and changes in the form of specifications. <sup>They</sup> These form the criteria for the Evaluation of student ~~X~~ - teacher participation in this activity. On the basis of these a <sup>profile</sup> project is developed.





Objectives  
OBJECTIVES

- (a) To develop in the student-teacher, abilities like planning - organising etc.
- (b) To develop greater Interest in making the excursion fruitful
- (c) To develop special qualities like cooperation, \* Sympathy, \* Tolerance Mutual respect etc.
- (d) To develop leadership qualities and a sense of responsibility
- (e) To develop the skill of consolidating reports.

Difficulties Involved in Developing the Profile  
DIFFICULTIES INVOLVED IN DEVELOPING THE PROFILE

The learning outcomes of this activity are generally intangible in nature which makes the exact measurement of them impossible. Naturally the subjectivity factor creeps in at some or the other point. However an attempt <sup>is</sup> made to minimise the subjectivity factor while developing the profile by <sup>way</sup> of making the specifications as objective as possible. In addition to this, the overt behaviour of a person which is observable is given more importance.



*Techniques Adapted*  
**TECHNIQUES ADAPTED**

- (1) Observation of Student Teachers' behaviour
- (2) Evaluation of Student Teachers' report

These techniques are adapted by Teacher Educator  
*Student-Teachers Proforma*  
**STUDENT-TEACHERS PROFORMA**

In order to enable the student teacher to consolidate his experiences, a separate proforma is designed for his use during his participation in the Excursion. This, in turn, helps the teacher<sup>e</sup> Educator to evaluate his reports.

*Rating*  
**RATING**

A seven point rating scale is used to facilitate the Teacher<sup>e</sup>-Educator to evaluate, the student teacher participation more appropriately. These ratings are further converted into weighted scores and finally into percentages. These ratings are further converted into weighted scores and finally into percentages. These percentages will help the Teacher<sup>e</sup> Educator to place the student-teacher on the appropriate grade



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PROFILE

1.No.	Aspects	Criteria (Specifications)	Wei- ght- age	Weight- age Score	Remarks
<b>I. <u>PREPARATION</u></b>					
(a) Planning	Student teacher participation while planning in selecting places - deciding transportation of food <i>as budgeting food items</i> <del>Budgeting</del>		5%	7 6 5 4 3 2 1	
(b) Interest	His interest in noting down instructional - preparing tour kit and classification of doubts etc.		10%	7 6 5 4 3 2 1	
<b>II <u>PARTICIPATION</u></b>					
(a) In Group	(1) Abides by the decision of the majority		5%	7 6 5 4 3 2 1	
	(2) <del>Sympathetic</del> Respects other's opinion		4%	7 6 5 4 3 2 1	
	(3) Sympathetic attitude		4%	7 6 5 4 3 2 1	
	(4) Readily Cooperates		5%	7 6 5 4 3 2 1	
	(5) Keeps the group entertained		5%	7 6 5 4 3 2 1	
	(6) <del>Does not</del> Does not remain passive		4%	7 6 5 4 3 2 1	
	(7) Liberal in his outlook		4%	7 6 5 4 3 2 1	
	(8) Volunteers to help others		4%	7 6 5 4 3 2 1	
(b) <u>As an Individual</u>	(1) Volunteers to take up responsibility		5%	7 6 5 4 3 2 1	
	(2) Adheres to time (punctuality)		5%	7 6 5 4 3 2 1	



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Aspects	Criteria (Specifications)	Weightage	Weighted Score	Remarks
(3)	Maintains personal cleanliness	4%	7 6 5 4 3 2 1	
(4)	Obeys the leader of the group	5%	7 6 5 4 3 2 1	
(5)	Possess <sup>e</sup> pleasing manners	4%	7 6 5 4 3 2 1	
(6)	Sustains stress and strain	4%	7 6 5 4 3 2 1	
(7)	Adjust <sup>?</sup> with new situation	4%	7 6 5 4 3 2 1	
(8)	Enthusiastic in visiting different play <sup>place</sup>	4%	7 6 5 4 3 2 1	
CONSOLIDATION				
a)	Objective reporting  Presents a factual information of the programme, places visited significance (vide Teacher-Trainees Proforma)	5%	7 6 5 4 3 2 1	
b)	Constructive Suggestions  The student-teacher rates the different aspects of the Tour in the given proforma	5%	7 6 5 4 3 2 1	
c)	Impressions  Student-teachers narrates any one of his unique experiences in the tour (In the proforma supplied)	5%	7 6 5 4 3 2 1	





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**EDUCATIONAL EXCURSION  
STUDENT - TEACHERS PROFORMA**

NAME OF STUDENT TEACHER

DURATION OF EXCURSION

CLASS

FROM.....TO

NAME OF INSTITUTION

NO. OF DAYS

**REMARKS**

**PART 'A'**

Write below an objective report of your Excursion  
mentioning the educational significance of places visited

1. S.	Date of Visit	Time of Visit	Name place or Institution	Educational Significance	Remarks
----------	------------------	------------------	------------------------------	-----------------------------	---------

**PART 'B'**

Below are given different aspects of Excursion  
arrangements - Rate them and give constructive  
suggestions: if any

12. 10.	Aspects	Score/Scale	Constructive Suggestions
1.	Transportation	7 6 5 4 3 2 1	
1.	Food	7 6 5 4 3 2 1	
1.	Lodging	7 6 5 4 3 2 1	
1.	Time duration for visits	7 6 5 4 3 2 1	
1.	Time duration for excursion	7 6 5 4 3 2 1	
1.	Medical aid	7 6 5 4 3 2 1	
7.	Educative aspect	7 6 5 4 3 2 1	



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**PART 'C'**

**Narrate any one of your unique Experiences in  
the Excursion which has a significant Educational  
Value in your opinion:-**

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CHAPTER - VII  
ACADEMIC ACHIEVEMENT  
TEST RATING SCALE

ACADEMIC ACHIEVEMENT TEST RATING SCALE

Introduction

Education is a continuous process in teaching programs. Techniques of evaluation are inevitable in this process of teaching. It is well known that there is individual differences. So it is necessary to evaluate capabilities and achievements of the pupils in academic area, and identify the individual differences so as to suggest the right way of teaching. The teachers, therefore, have to know the real learning outcomes and academic growth & skills. The class room evaluations (Tests) are most effective one to understand whether the student has acquired mastery over the subject matter in terms of instructional objectives. If he has attained <sup>at</sup> what extent? The Teacher Educators have to guide the teacher trainees in respect of instructional objectives, the principles and procedure involved in preparation of well designed academic achievement test and use the results of the test for helping pupils growth further academically.

Organization

2.2d. Level

Under present scheme of Mysore University, Karnataka University and Bangalore University, each student trainee is required to prepare test items in respective subject.

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### T.T.I Level

Under the present scheme each student-trainee is required to prepare 100 test items in a subject of his choice.

### Need of Evaluation Tool

There is a need of developing a scale/tool for the objective evaluation of the test items constructed by the student-trainee.

### ACADEMIC ACHIEVEMENT TEST RATING SCALE

#### Areas

- a) Knowledge of test preparation and administration
- b) Preparation of tests on scientific <sup>lines</sup> and developing key and marking scale
- c) Competency in administration
- d) Skill in statistical treatment and interpretation

#### Objective - 1

To assess <sup>the</sup> knowledge acquired in relation to preparation and administration of achievement test.

#### Specifications

#### Criteria

1. The student teacher knows the principles and procedures involved in the preparation of academic achievement test.

Adequacy

2. He has the knowledge of the technique of administering the test under suitable conditions.

Organisational ability.

Practicability.

economy in time & energy





Objective - 2

To assess the ability of the student-<sup>teacher</sup> trainee in applying the acquired knowledge in the preparation of achievement test on scientific lines.

Specification

Criteria

- |   |  |
|---|--|
| 1. He identifies the instructional objectives pertaining to the units for evaluating the achievement of pupils with due weightage | Appropriateness measurement, proper distribution or extent of coverage of objectives & content |
| 2. He classifies the unit into meaningful sub-units assigning due weightages to each sub unit                                     | Adequacy in classification, proper distribution of marks to all his units                      |
| 3. He selects the various forms of tests/ items based on objectives with due weightages   | Suitability- extent of coverage of sub units   |
| 4. He prepares the "Blue Print"   | Accuracy in designing  |
| 5. He prepares the test items as per design of the 'blue-print' (in catering to individual difference)                            | Objective based precision, distribution, simplicity, specificity, relevancy                    |
| 6. Prepares the general & specific instruction for the test   | Clarity, Simplicity  |
| 7. He develops the scoring key & marking scheme to render objective assessment  | Objectivity Proportionate allocation of marks to value points, economy                         |



**Objective - 3**

To assess the skill of student-teacher in undertaking statistical computation, analysis and interpretation.

**Specifications**

- |   |   |
|---|---|
| 1. He tabulates the data & computes simple descriptive statistics<br>(Mean S.D. etc.)                   | Accuracy<br>relevancy   |
| 2. He draws graphical diagram   | neatness  |
| 3. He interpretes the data & draws conclusions relating to area of strength and weakness of pupils      | Objectivity and<br>Practicability   |
| 4. He suggests measures for remedial teaching   | Practicability<br>Specificity   |
| 5. He assess the tool that he has administered & plans for its improvements<br>(Reliability & Validity) | 1) Preparation of better test items<br>2) Scorablebility<br>3) Interpretability<br>** |
| 6. He evaluates his instructional method followed in teaching the Unit                                  | Effectiveness   |



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ACADEMIC ACHIEVEMENT

Sl. No.	Weightage	Aspects	Sub Weightage	Scale point	Definition	Weightage	Remarks
				A B C D E F			
1.	10	Knowledge of the preparation and administration of the tool		A C E			
	4	a) Adequacy			Average	Some what	
	3	(b) Comprehensive ability			Fairly good	Rarely	
	7	(c) Effectiveness in administration (Economy and feasibility)			Highly practical	Sometimes	
2	50	Ability to prepare the academic achievement test on scientific lines					
	1	1. Identify the instructional objectives for evaluation purpose	10				
	5	a) Appropriateness	5		Mostly	Rarely	
	2	b) Measurability	2		Good	Somewhat	
	3	c) Proper distribution of coverage	3		Good	Somewhat	



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(5) 2) Classifies the unit & assigning weights

(5)

3 a) Adequacy in classification

(5) Fairly C Rarely

2 b) Proper distribution of marks for sub units

2 Good Average Not so good

~~Defectives~~

5

3) Selects various form of 1st items based on objectives with due weights

3 a) suitability of form of test items Mostly Average Rarely

2 b) Adequate distribution of items to all quets- *Units* Good " Somewhat

15 4) Prepares the blue print with a provision for catering to individual difference

5 a) Accuracy in blue print Almost " Rarely

5 b) Objective basedness Mostly " "

3 c) Discriminatory Highly " "

2 d) simplicity *discriminately* *Remember*

*Noting* *Urgent*





5

5) Prepares the instruction

3

a) Clarity

fairly

average

rarely

2

b) simplicity

" "

"

Average

10

6) Develops scoring & marking scheme

3

a) Objectivity in scoring

highly

"

rarely

5

b) Proportionate allocation of marks to value point

fairly good

"

"

2

c) Economy in scoring

"

"

"

objective

3 objective

40

Skilled statistical treatment given to the data interpretation & suggestions for improvement.

10

1. Tabulates the data & computes simple statistics

5

a) Accuracy in computation

highly

"

rarely

3

b) Relevancy in the statistical treatment

"

"

"

2

c) Draws graphical diagrams (neatness)

fairly good

"

very likely  
fairly



- 2) Interpretes, draws conclusions locates areas strength & weakness of pupils
- 7 7 a) Objectivity in interpretation Highly Average rarely  
5 5 b) Originality in interpretation
- 3) Suggests diagnostic measures
- 6 a) practicability in suggestions Highly " "  
4 b) <sup>Specificity</sup> speciality " " "
- 4) Assesses the test & plans for improvement
- 2 a) Attempts at preparation to improve test items fairly " Attempts  
good rarely
- 2 b) scoreability " " rarely good
- 2 c) Interpretability Highly " rarely
- 2 d) Evaluating this instructional Method adopted Effectiveness " "



## CHAPTER - VIII

### A TOOL FOR ASSESSMENT OF ACTIVITIES UNDER CITIZENSHIP TRAINING CAMP AT B.E.C AND OTHER COURSES IN EDUCATION EQUIVALENT

1. B.E.C

#### 1. Objectives:

1. To train the student teachers in democratic way of living with special emphasis on the following:-

- a) Knowledge of citizenship
- b) Knowledge of one's rights and duties
- c) awareness of important current events and problems.

2. Training in Community service through

- a) Study of rural problems through village survey
- b) Village sanitation and health education programmes
- c) Literacy classes.

#### I Need and Importance:

The conduct of citizenship camp is an important educational activity in every Training Institutions and College of education. It is needless to state how this camp can help to bring together students of different abilities and upbringing mainly through activities like self-government, community living and the like and which in turn helps to make decisions for the general interest of the group. The camp affords every opportunity to involve all the trainees in one or other useful activities. In brief one may say that camp is a practical lesson in community living and cooperative effort.

The Training Institutions and Colleges are entrusted with his honourable task since ~~the~~ <sup>world</sup> to be



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teachers <sup>who</sup> will later on have ample opportunities to help the young children to lay the foundation for an ideal citizen. As such, every Training Institution should ~~take~~ take up the responsibility of conducting such camps befittingly so as to draw the best out of each student.

III. Purpose of the tool: This profile is meant to assess or evaluate the role played by each ~~Teacher Trainee~~ <sup>Teacher</sup> Trainee during his camp life. So far there exists no uniformity in this area of evaluation. Under the present circumstances, the teacher-educator is subjected to a high degree of subjectivity and thus fails to achieve the desired goal. To make the evaluation more objective, a sincere and maiden attempt is being made in the preparation of this profile. It may not be without its limitations and as such there is every scope to improve and modify the same in the light of constructive suggestions offered.

IV. Rating Scale:- The observable behaviour of the trainee in the various situations of the camp, both as an individual and as a member of the group is taken as the criterion for evaluation. For this purpose, a seven point scale is adopted





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Teacher Educators' Proforma for Evaluation

Name of the Trained Teachers

Roll No. ....

Date: From ..... to .....

S.No.	Aspects	Criteria	Weight kg.	Scale	Weight kg	Remarks
1.	Leadership	1. <u>The trainee</u>				
		1. Takes initiative	4%	7 6 5 4 3 2 1 A B C D E F	1 (M) = <u>Ext. Standing</u>	
		2. Shoulders and shares responsibilities.	4%	7 6 5 4 3 2 1	<del>(e) at standing</del>	
		3. Plans and organises	5%	7 6 5 4 3 2 1	A = V. Good	
		4. Respects the opinion of <sup>theirs</sup> <del>theirs</del>	5%	7 6 5 4 3 2 1	C = Satisfactory	
		5. Accepts healthy criticism	2%	7 6 5 4 3 2 1	E = Poor	
		6. Deals tactfully with the group	4%	7 6 5 4 3 2 1		
		7. Coordinates the various activities of the group.	4%	7 6 5 4 3 2 1		
		8. Shows readiness for correction and improvement	4%	7 6 5 4 3 2 1		
		9. takes active part in group discuss-	4%	7 6 5 4 3 2 1		



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S.No.	Aspects	Criteria	Weightage	Scale	Weighted score	Remarks
-------	---------	----------	-----------	-------	----------------	---------

II Spirit of Service

10. Adjusts easily to the new situations	4%	7 6 5 4 3 2 1
1. The trainee works with enthusiasm in the following situations		7 6 5 4 3 2 1
a) the conduct of village survey	3%	7 6 5 4 3 2 1
b) in rural hygiene and sanitation programmes	3%	7 6 5 4 3 2 1
c) in mess management.	4%	7 6 5 4 3 2 1
2. Faces hardships with determination	3%	7 6 5 4 3 2 1
3. Forces the needs of others and lends helping hand to the needy.	2%	7 6 5 4 3 2 1
4. Volunteers for any service	3%	7 6 5 4 3 2 1
5. Readily shares with the group	2%	7 6 5 4 3 2 1

Total: 20%



Aspeck's Station 2

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weights

Scale

weights  
scale

Remotes

III

Civic Sense

1. Looks to his personal hygiene

4%

7 6 5 4 3 2 1

2. Maintains his personal kit neatly.

4%

7 6 5 4 3 2 1

3. Attends the Camp activities like prayer, safai, P. Training etc. punctually.

5%

7 6 5 4 3 2 1

4. Extends Cooperation in Group work

4%

7 6 5 4 3 2 1

5. Shows sympath and fellow feeling in times of need.

3%

7 6 5 4 3 2 1

6. Abides by the rules and regulations of the Camp.

4%

7 6 5 4 3 2 1

7. Considerate and thoughtful about group needs.

3%

7 6 5 4 3 2 1

8. Courteous and polite dealing.

3%

7 6 5 4 3 2 1

Total:

30%



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S.No.	Aspects	Criteria	Weightage	Scale	Weighted Score	Remarks
IV	Talents	1. Participates in cultural activities such as a) drama b) music c) mono act d) mimicry e) dance etc.	5%	7 6 5 4 3 2 1		
		2. Organises group games	3%	7 6 5 4 3 2 1		
		3. Participates in games	2%	7 6 5 4 3 2 1		
		Total:	10%			
		Grand Total: 100%				

Definition of the scale  
A = V. Good  
B = Satisfactory  
E = Poor





Citizenship Training Camp at B.Ed and  
other courses in Education equivalent to  
B.Ed.

Student's Proforma

Name.....Roll No.....

Date.....From.....to.....

1. Activities participated - Name them 1,2, 3,4
2. Nature of participation
3. Difficulties faced
4. Personal experiences of the Camp.
5. General Impressions
6. Suggestions for improvement.

\*\*\*\*\*



## CHAPTER IX

### CASE STUDY

#### I. Need:

In schools we come across students who are maladjusted, backward and problematic children. Some times teacher will have to identify such type of pupils and offer a useful guidance so that they should become normal. Each individual has his own problems and abnormalities. They will have to be studied individually by collecting the details about them. We say it as a case study. It should be done on proper time so that their problems are solved. For this, a kind of training is necessary for those who want to become teachers. Therefore, student teacher should be given training in the method of conducting case study.

#### II. Objectives:

1. To develop the ability in student teacher to identify psycho-social problems influencing the learning of students.
2. To develop skills in student teacher with regard to the collection of data, analysis of the data, and offer remedial measures.
3. To enable him to acquaint with the method of study and the knowledge about case study.

#### III. Steps of case study.

1. Identification of the problem.
  2. Defining the problem
  3. Data collection
  4. Analysis of the data
  5. Arriving at conclusion and interpretation
  6. Suggestion for remedial measures.
  7. write up of the study.
- 615



IV Evaluation Tool

No.	Aspects and Criteria	Weightage	Score/scale	Scale point
I	Identification of the problem Justification for study.	5%	7 6 5 4 3 2 1	Highly justifiable, justifiable no so important
II	Defining the problem 1) define in clear and simple terms 2) includes terms of all aspects of study.	5%	7 6 5 4 3 2 1	Very clear, clear, not so clear.
III.	Data collection 1) Review the related study 2) Collected information about subject home, neighbourhood, peer group and other sources. 3) Used effective tools, 4) data is adequate 5) recorded the data in a systematic way 6) data collected is related.	30%	"	Highly effective, effective, need some improvement.



63-

S.No.	Aspects and Criteria	Weightage	Score/Scale	Scale point
-------	----------------------	-----------	-------------	-------------

IV. Analysis of the data

- |  |         |  |  |                                 |
|--|---------|--|--|---------------------------------|
| 1) Classified systematically                   | 15%     |  |  | Very clear, clear, not so clear |
| 2) Explained the data clearly when was needed. | (9+10)% |  |  | Very Clear, clear, not so clear |

V. Arriving at conclusion and Interpretation

- |  |           |  |  |   |
|--|-----------|--|--|---|
| 1) conclude on the basis of data           | (5% each) |  |  | Highly Satisfactory, Satisfactory, Need some improvement. |
| 2) In on judgement on related items study. |           |  |  |   |

3) Offered explanation on statistical basis.

VI. Remedial measures

- |   |            |               |   |
|---|------------|---------------|---|
| 1) Remedies are useful to overcome the difficulties | 20%        | 7 6 5 4 3 2 1 | Highly useful, Useful, Need some further study. |
| 2) Remedies are appropriate (not more and not less) | (10% each) |               |   |





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Percentage      score/scale      Scale Point

**VII Write up of the study**

- 1) Reported the study according to the stages.
- 2) In simple and correct language

$\frac{10}{100}\%$   
 $(4+4+2)\%$   
 7, 6, 5, 4, 3, 2, 1

Highly  
 appealing / appealing / need some  
 improvement

~~(4+4+2)%~~      7 6 5 4 3 2 1      Highly

appealing, appealing, need some  
 improvement



## CHAPTER X

### INVESTIGATIONAL REPORT

#### I. Need

In teaching learning situation, we face problems related to pupils curriculum, teaching methods and about the teacher himself which come in the way of learning process, unless we identify and solve ~~in~~ these problems, learning cannot take place in an expected manner. Therefore, a kind of training is essential for those who want to become effective teachers. He should know the purposes and the method of investigating the problems and to solve by himself. These will be useful for himself and also for others.

#### II. Objectives:

1. To develop the ability in student teacher to identify the problem and clarify it.
2. To develop the ability in student-teacher to formulate hypothesis and design a technique of studying the problem.
3. To develop the ability in student-teacher to collect data, use suitable tools and develop and also to record the data.
4. To assess the ability in student-teacher to interpret and draw conclusion.
5. To develop the ability in student-teacher to write the investigational report.

#### III. Steps to be followed for investigation:

1. Identification of the problem
2. Defining the problem
3. Formation of Hypothesis
4. Design of the study.
5. Analysis of data.
6. ~~Conclusion and interpretation~~

(1) Follow up activities  
(2) Write up of the report



66-

S/no. Aspects and Criteria	Weightage	Score/Scale	Scale Point
1. Identification of problem			
1) need 2) problem area 3) purpose	5% (3+2)%	7 6 5 4 3 2 1	High, normal, not so important
II. Defining the problem			
1) define in clear and simple terms	5%		Highly Clear, Clear, Some Vagueness.
2) Includes terms of all aspects of study.	(3+2)%		
III. Review of related study			
1) Relevant 2) adequate	5% (3+2)%	11	Highly useful, useful, need some more study
IV. Formulation of Hypothesis			
1) clear 2) appropriate	(3+2)%	11	Very appropriate, appropriate, Need modification.
V. Design of the study			
1) design proper method of investigation.	20%	11	Most
2) Select proper sample 3) use appropriate tools	4% each		Appropriate, appropriate, need more improvement.
4) recorded the data in a systematic way.			
5) Spent sufficient time and effort to execution			



# VI. Analysis of data

- 1) classify the data systematically
- 2) Explained in clear term 3) used proper statistical method. 20% 7 6 5 4 3 2 1
- 4) effectively presented ideas. (5% each)

Most appropriate, appropriately need for ther analysis

## VII. Conclusions and Interpretation

- 1) Objective 2) related 3) data based 15% \*
- (5% each)

Highly Satisfactory, Satisfactory need revision

## VIII. Follow up activities.

- 1) offered sugg stions for the use of these results 10% \*
- and Improvement of the study. (5% each)

Highly Relevant, relevant, not so relevant

## X. Write up of the report.

- 1) followed all the steps of investigational report writing. 2) used simple and clear language. 10% \*
- (2+3+3+2)

Highly Satisfactory, satisfactory to be modified.

- 3) methodical in writing with logic and continuity.
- 4) need physical get up.





## CHAPTER-XI TERM- PAPERS

### Need for Preparation of term papers

Here knowledge of things given in textbooks is not sufficient for those who want to teach very effectively in schools. One requires a deep understanding of things the ability to apply the knowledge when needed, and more skill related to the subject, critical thinking and a comprehensive idea of the units including latest developments. This is possible only when the student-teachers are encouraged to prepare term papers on different units.

### Objectives of the term paper

To enable the student-teacher to develop—

1. ability to collect and acquire all related relevant information,
2. Ability to present the ideas in a systematic manner,
3. Ability to think critically in his own and apply the knowledge when needed *and*
4. Skills related <sup>to</sup> a particular branch of study.

### Steps to be followed

1. Selection of the topic
2. Collection of information related to a unit.
3. Selection of related Information.
4. Collection and contribution of illustration, examples, experiments, explanation, <sup>and</sup> diagrams.
5. Presentation of the material.
6. Preparation related to physical get up and write up of the term paper.



Evaluation Tool for Term Paper

S.No.	Aspect and Criteria	Weightage	Score/Scale	Scale Point		
				A	C	E
<b>1. Collection of Information</b>						<i>more</i>
	(a) Adequate	<i>20%</i> 20%	M A B C D E F	Highly	Satis	Need
	(b) Related	<i>(10% each)</i>	7 6 5 4 3 2 1	satis-	factory	more
	(c) Utilized mini of the sources			factory		com-
	(d) Authentic					ple-
<b>2. Selection of Information</b>						cti-
	(a) Authentic	5%	"	"	"	"
	(b) given proper weightage for sub section	(2+2+1)				
	<i>(b) Related only related</i>					
<b>3. Presentation of Information</b>						
	(a) Logical Sequence	<i>30%</i>	11	11	11	11
	(b) Simple to Complex					
	(c) due weightage for various aspects	20%	"	"	"	"
	(d) Clear Explanation is given followed by suitable examples and diagram.	(6% each)				
	<i>(c) Neat and systematic</i>					
<b>4. Original Contribution</b>						
	(a) Illustration	30%	11	11	11	11
	(b) Examples					
	(c) Diagram (neat)	<i>(4% each except which has 6%)</i>				
	(d) Interpreted well					



(e) Experimental methods 30%

" " " "

(f) Approach for the

development of the ( 4% each  
related subject except d  
matter <sup>and</sup> attitude in which has  
students. 6%)

(g) Exercises for  
further <sup>discuss</sup> produce

<sup>get up</sup>  
Physical set-up - 15/ 11

1) Attractive in respect of 15%  
size, colours No. of  
pages. (5% each)

Very appealing, Appealing, Not so  
appealing  
Very  
appealing, Appealing, Not  
so  
Appealing

2) Neat hand writing ( 2% )

3) Bibliography ( 3% )

4) Language used is ( 5% )  
simple, correct and  
appealing



## CHAPTER- XII

### BOOK REVIEW

#### Need for Book Review

Some times prescribed textbooks contain content mistakes, language mistakes, inadequate material and illustrations far from realities. An effective teacher should know all these things and limitations of the textbooks. This will help in giving correct information and also to supplement the inadequacies and gaps. Therefore, student-teachers require training in knowing the limitations of a textbook which is nothing but a review of textbooks. He should not use textbooks <sup>slavely</sup> stability. He should decide the extent of his dependance on the textbooks.

#### Objectives of the book review

To enable the pupil-teachers to develop-

- (a) the ability to find out the limitations and also the good points of a textbook,
- (b) the ability to supplement inadequacies and rectify the mistakes and
- (c) the ability to offer suggestions for improvement with respect to content, exercises, examples presentation and language.

#### Steps of Book Review

1. Study of preliminaries like, title, author, price.
2. Study of the external get up, communication effect
3. Content analysis.
4. Critical comments or Evaluation of significant ideas.
5. Suggestions for improvement.





S.No.	Aspects and Criteria	Weightage	Score/Scale	Scale Point		
				A	C	E

1. Preliminaries- commented

well on the following.

a) given good title	5%	M A B C D E F	Highly	Sati-	Not
b) written by qualified and experienced author.	(2+2+1)%	7c6 5 4 3 2 1	satis- factory	sfac- tory	Satis- factor

c) Moderate Pried.

(2+2+1)/

2. Physical set up

Commented well on the following

- a) Paper, 10%
- b) Printing (2% each)
- c) Binding
- d) Size
- e) No. of pages
- f) Effectiveness of languages.

Content analysis

Commented well on the following

- a) Duplication
- (b) Adequacy of content except d
- (c) Sequence of material
- (d) Method of Presentation

25%  
(3% each  
except d  
item which  
has 4%)

e) Adequacy of Illustration  
Diagrams

f) Weightage to Various  
aspects.

g) Summary Statements

h) Exercises Index



4. Comments on significant ideas

30%

M A B C D E F    Highly    Satisfactory    Not  
Satisfactory    Satisfactory

a) Indicated all wrong ideas gaps in clear terms

30%  
(15% each)

b) Indicated all merits with clear comments.

5. Suggestion for improvement  
offered good suggestions for

30%

11

Highly    Useful    Not  
Useful    Useful    so  
Highly    useful    useful not  
useful    so  
useful

a) the removal <sup>of</sup> negative qualities.

20%  
(10% each)

b) Filling up of gaps

10%

c) Addition of content, illustrations

5%

d) Expansions of reinforcements the good.

5%



## CHAPTER - XIII

PROFILE FOR EVALUATING PRACTICE TEACHING AT  
B.ED AND OTHER COURSES IN EDUCATION EQUIVALENT  
TO ~~B.ED.~~ <sup>B.Ed</sup>

### INTRODUCTORY NOTE

The student-teacher of a teachers-training institution is expected to practise different type of lessons at the elementary schools namely single-teacher lessons, multi-class lessons, unit-lessons, activity-lesson. Hence there is a need for an evaluation tool which serves the purpose of observing all these lessons in an objective manner. With this need in view a profile for evaluating practice-teaching at <sup>Diploma in Education</sup> T.G.M. level has been developed in a workshop conducted by NCERT in collaboration with D S E R T, Bangalore. This profile can be used both by a teacher-educator and a teacher-trainee for observing any type of lesson practised in a primary school. Due weightage has been allotted to the different aspects and criteria on a seven point scale. (column 4). The positions on the 7 point scale are indicated as M A B C D E F where M- refers to extremely meritorious. In that aspect ~~and~~ <sup>refer</sup> F- refers to the extremely poor performance. C indicates normal/fair performance, A refers to extremely good/position. B refers to a position in between C & A. Similarly E- indicates extremely poor performance & D is a position in between C and E. The scale points thus help in locating the position of a student teacher in his attainment & professional competence and skills.

OBJECTIVES FOR THE ASPECTS AND CRITERIA OF THE  
<sup>Evaluation Profile For Practice Teaching At Diploma in Education</sup>  
EVALUATION PROFILE FOR PRACTICE TEACHING AT T.G.M. LEVEL

To develop in the student-teachers:

1. The skill of planning lessons in different school



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subjects and different types of schools.

2. The ability to organise the content suited to individual differences.
3. The ability to involve children in the learning process.
4. The ability to prepare, select and use teaching aids suited for class-room instruction.
5. The skill in teaching effectively.
6. The ability to evaluate his own work and the achievement of his pupils and to effect improvement in his own work.

Note While rating, the teacher-educator will keep in mind the characteristics of different subjects and view the aspects specified in column 2 with reference to not only the nature of the subject taught but also the type of lesson he is giving. Subjects like science and mathematics lay stress more on illustrations, questions and activities more than explanation.

Organisation of content to be viewed from the nature of the lesson as activity lesson, single teacher lesson etc.





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Name of the Student/Teacher.....

Evaluation profile for practice-teaching at

Diploma in Education

School.....

Standard.....

Period.....

Subject/topic.....

Merit A-Very good B-good C-fair/average

D-Poor E- Very Poor.

S.No.	Aspects	Weightage	Scale	Weighted scores	Remarks
1	2	3	4	5	6

I. Lesson Plan

15% 15%

1. Relevance and attainability of objectives

3%

M A B C D E F

2. Sequential analysis of content

and suitability to the standard of the class

5%

5%

M A B C D E F

3. Correctness of writing indicating

the stages in the required format

the different types of lesson.

2%

M A B C D E F

Name of the observer/  
Nature of the lesson/  
Activity  
Date:



1 2

3

4

5

4. Neelam and Concise of  
writing the plan with indication of  
activities and use of aids

II. Development

5%  
3%  
60% 70%

M A B C D E F

a) Introduction

Extent of

1. Success of motivation, 3%

M A B C D E F

2. Linking the previous knowledge,  
of the pupils with the content, 3%

M A B C D E F

3. Suitability of time allotment to  
their type of lesson 3%

M A B C D E F

b) Presentation

Extent of:

1) Suitability of the method of pre-

M A B C D E F

Sentation (narration, explanation, 5%  
illustration, discussion, demonstration, correlation,  
comparison, play, etc.)

Note 1- Scale points are assigned in pencil at the top. These objectives indicate relative magnitude of an aspect or intensity.  
They may be changed later with respect to the description of the aspect in Column 2.



1 2 3 4 5 6

C. Teaching - Learning situations

- 1. Attention of pupils secured and involvement of them in activities 5% M A B C D E F
- 2. effectiveness of explanation of the content (simple, clear, interesting, meaningful and creation of learning situations) 10% M A B C D E F
- 3. Opportunities given for development of skills and concepts 5% M A B C D E F
- 4. effectiveness of the selection and display of suitable teaching-aids. 5% M A B C D E F

d. Questions

- 1) Nature of questions at appropriate stages (Introductory of questions development questions, Review questions. 5% M A B C D E F



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Illustration, discussion, demonstration, correlation comparisons, play way etc)

M A B C D E F

Note: Scale points are defined in general at the top. These adjectives indicate relative magnitude of an aspect or intensity. They may kindly be taken with respect to the description of the aspect in column 2.

Please see page 80

97-7 work

18





80

3 4 5 6

2. Order of questions (probing, evaluating  
drilling etc)

5% M A B C D E F

3) Relevancy and adequacy of questions

5% M A B C D E F

(c) E) B. B. WORK

Extent of neatness, legibility,  
correctness and judicious use of the

B. B. WORK

5% M A B C D E F

III. IV. Review:

1. Extent of reinforcement of the  
\* salient features of the learning  
items

5% M A B C D E F

2. Adequacy, correctness and  
neatness of B. B. Summary

3% M A B C D E F

1

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1	2	3	4	5	6
---	---	---	---	---	---

3. Suitability of the assignment or test  
(with respect to the standard of pupils  
and the type of lesson)

2. M A B C D E F

Note: For example supposing attainment is marked A in 128 4 under C then  
he gets 6/7th of point. This being  $\frac{4.2}{5}$  or  $\frac{6}{7}$  x 5 as per weightage. The weighted  
score is 4.20, weighted p.c. is 80.



82-

1 2 3 4 5 6

IV Classroom climate 15/ 100

Extent of

1. the establishment of rapport with the pupils 3; M A B C D E F

2. <sup>a</sup>Communication with correct languages with a modulated voice 2; M A B C D E F

3. effectiveness of class management (inter-action of teacher and pupils, attitude towards pupils, controlled movements) 3; M A B C D E F

4. teacher's grasp over the subject 2; M A B C D E F

5. Pleasantness of attitude of the teacher (encouraging sympathetic and active) 3; M A B C D E F

6. maintenance of class-room discipline 2; M A B C D E F

Comments: socio-emotional climate should have more useful in the above plan given by the group.



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Supervision and **A STUDY OF DEVELOPMENT OF TOOLS  
FOR EVALUATION OF STUDENT TEACHING  
AND OTHER PRACTICAL WORK IN COLLEGE  
OF EDUCATION - AN ABSTRACT**

**The Background:**

In view of the introduction of new school pattern of 10+2+3 during the period from 1973 to 1977, there has been a regular demand of new types of teachers who should have been trained in various type of teaching skills, general and specific. This demand had also effected then teacher education programmes run by different universities at that time. In this direction, "Teacher Education Curriculum - A Frame Work" as a new model of Teacher Education was also developed by National Council for Teacher Education (NCTE) in 1978 to cope up with such <sup>new</sup> situation. Some universities like Bhopal, Madras, Madurai Kamraj, Mysore, Poona Rajasthan, Utkal etc. had later designed their respective teacher education programmes based on this model in the country (Bhatnagar 1983 (a) and 1988). How the prospective teacher could really be effective was also then the another question before us. If he could seriously be supervised and judged through valid objective tools of supervision and evaluation for all different types of activities under student teaching and other practical work of the B.Ed programme during the training period, he would be really effective. On the other hand, it is also known that the <sup>teaching</sup> ~~tasks~~ <sup>basics</sup> involved under student teaching and other practical work of the B.Ed programme are generally evaluated in an internal manner with subjectivities and biases





~~has been footp~~  
> in most of cases in universities (NCERT, 1983) ~~It~~ <sup>probably</sup> might be ~~due~~ to lack of objective tools on the above aspects in the country (Bhatnagar 1980). Under such back-ground and consideration, the study was visualized and planned. It is the study which would fulfil the need by developing such tools of supervision and evaluation of activities under student teaching and other practical work of B.Ed programme run by the different universities in the country.

Objectives:

The study aims at to i) identify activities under student teaching and other practical work which might be common in the B.Ed curriculum in the case of most of universities in the country, (i) to develop tools for assessment of all these activities under student teaching and other practical work prescribed in the B.Ed course after identification of the same and (iii) <sup>to</sup> tryout these scales in actual teaching training situation through feedback from colleges of education particularly in the states of Andhra Pradesh and Karnataka.

Procedure

This study has been completed in <sup>two</sup> ~~two~~ phases. This first phase of this study was concerned with the review of studies and literature on students teaching and other practical work along with <sup>analysis of</sup> B.Ed ~~syllabus~~ <sup>other syllabi</sup> run by various universities whereas the second phases was concerned with the development of tools for supervision and evaluation, of student teaching and other practical work in the B.Ed programme.

For identification of activities under student teaching and other practical work, a general review

\* submitted to the NCERT (ERIC) in 1980



of literature and studies on student teaching and other practical work (Bhatnagar 1980 and 1983) was prepared during 1978 to 1980. Side by side during the same period as given above, analysis of B.Ed syllabus<sup>syllabus</sup> of 62 universities (Bhatnagar 1977) was also done.

In this analysis, an attempt was made to select common activities so that the scales of these activities would be prepared <sup>e.g.</sup> activities under practice teaching, activities under SUPW., activities under Health and Physical Education etc. Common in this sense that these activities could be arranged by most of universities under student teaching and practical work of the B.Ed programme is the criteria. After selection of these activities, the thirteen tools were developed in the Department (prepared by the project team i.e. Prof. C.S. Rao and Dr. T.N.S. Bhatnagar) during 1980 to 1981. After the development of these tools at Departmental level, they were finalised in the three workshops held at Hyderabad (AP) and Bangalore in 1981. Later on, the participants of these workshops (particularly from Andhra Pradesh and Karnataka), then, were requested to help the Department development in trying out these tools in the actual situation in their respective colleges on voluntary basis. A feedback on these tools from very few was received. In <sup>the</sup> light of this feedback, these tools were revised and finalised.

### Findings:

1. From the general review of the literature and studies on student teaching and other practical work prescribed in the B.Ed course, it is obvious that



there is a need of common tools applicable to all universities in the country to assess various types of activities under student teaching and other practical work. In this direction a Central agency like NCERT or UGC or any university should take a lead in developing these evaluation tools. (2) It is ~~also~~ known from this review of literature and studies on student teaching and other practical work that there is a study neither at elementary teacher education level nor at secondary teacher education level on evaluation of activities under student teaching and other practical work. <sup>also</sup> <sup>if known to</sup> they are mostly internally assessed without objectivity on the basis of supervisors' remarks. (3) From the analysis of B.Ed syllabi of 62 universities, it is clear that activities under practical work and practical work arising out of theory papers were term test, co-curricular activities, participation in cultural activities, activities pertaining to craft work, activities under work experience, activities under Health and physical education, study of school, school visit, citizenship training etc. (4) In all, thirteen evaluation tools have been developed for the assessment of activities under student teaching and other practical work organised in colleges of education at the B.Ed level like (i) co-curricular activities (Debate, Dance, Dramatics etc.) (ii) Activities under Health and Physical education, (iii) Socially useful Productive work (S.U.P.W.), (iv) Practice Teaching Lesson, (v) school visit and school study, (vi) educational excursion (vii) Academic Achievement Test at school level, (viii) citizenship training camp, (ix) case study, (x) Investigational report, (xi) Term papers.



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(xii) <sup>A</sup> review and (xiii) activities under Practice Teaching.

The entire battery is called Teacher Education Comprehensive Assessment Record (TECAR) which has 13 scales to cover all the above activities under student teaching and practical work.

The scale contains <sup>items</sup> for evaluation under each activity against the seven point scale MABCOEF (7,6,5,4,3,2,1). M means <sup>meets</sup> Merit, F means failure (complete failure). A means highly satisfactory, B means very satisfactory, C means satisfactory, D means average, E means poor. They carry score-value from 1 to 7. Each item is given a weightage so that weighted scores can be worked out for each after multiplying weightage with the scale-value. When the weighted scores are totaled up, we get the performance index which can be shown either in the scale 1 to 7 or from <sup>F</sup> to M or in <sup>percentage</sup> .

#### Implication:

Though the study is very important in providing very comprehensive tools for <sup>assessment</sup> all types of activities under practical part of the B.Ed programme, yet it was confined to limited data from some of colleges from one state for the purpose of try out of these tools. Therefore it is suggested to conduct another study in future in any region in which these tools should be fully tried out on a large sample of colleges of education. In this way <sup>a</sup> the future study would facilitate in confirming the reliability and validity of these tools.

(Dr. T.N.S. Bhatnagar)

Date: 14.7.1988

Project Leader

Note: Prof. C.S. Subha Rao is now retired from the <sup>institute</sup> with effect from 31st December, 1987.





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